



# MARSHALL LANE SCHOOL LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

APRIL 25, 2019

Instructional Services  
Governing Board Presentation

# Marshall Lane School Facts

Total Enrollment	551
Socio-Economically Disadvantaged	9.3% (51)
English Learners	13.2% (73)
Foster Youth	.2% (1)
Homeless	0
Students with Disabilities	4.5% (25)



# School Initiatives Aligned to Instructional Vision

- Every Child Reader by 3rd grade
  - CKLA curriculum implementation 1st-2nd grades
- Profile of a Graduate Competencies aligned with Learning Targets
- Professional Learning Communities
  - Use of Common Formative Assessments (CFA)
- Learning Target Implementation
- Social Emotional Learning

# Marshall Lane Dashboard Indicators

## Academic Performance

### English Language Arts



Blue

## Academic Performance

### Mathematics



Blue

## Academic Engagement

### Chronic Absenteeism



Green

## Conditions & Climate

### Suspension Rate



Blue

# The Dashboard Tells Us Our Strengths

- Chronic absenteeism declined for socio-economically disadvantaged subgroup.
- Suspensions declined for socio-economically disadvantaged and white sub-group.
- All other groups maintained the low overall rating for suspensions.
- Proficiency in English Language Arts (ELA) and Math maintained in the very high category for White/English learners and increased for our Asian sub-group.

# SBAC Data Trends by Proficiency Band

<b>2017 ELA Data</b>		<b>2018 ELA Data</b>	
Exceeded 4:	51%	4:	58%
Met: 3	29%	3:	23%
Nearly Met: 2	13%	2:	11%
Not Met: 1	6%	1:	9%
<b>2017 Math Data</b>		<b>2018 Math Data</b>	
Exceeded 4:	49%	4:	60%
Met 3:	32%	3:	32%
Nearly Met 2:	13%	2:	11%
Not Met 1 :	6%	1:	6%

# Dashboard Tells Us Areas for Improvement

- Although still in the very low category, chronic absenteeism increased for our white subgroup
  - In 2016-2017, 12 students were chronically absent. 50% were TK or K.
  - In 2017-2018, 15 students were chronically absent. 53% were TK or K. Parents are contacted and meet with the principal to brainstorm strategies for improvement.
- English Language Learner (ELL) progress in Math and ELA maintained but did not grow. Our goal is to increase the progress of ALL students in ELA and Math. Teachers work together and with the English Language Development (ELD) teacher to create supports.

# A Current Look at iReady Data

## Reading Data Diagnostic Fall to Winter

- 2nd grade - Increase from 54% to 84% proficient
- 3rd grade - Increase from 80% to 92% proficient
- 4th grade - Increase from 74% to 83% proficient
- 5th grade - Increase from 67% to 79% proficient

## Reading Predicted Proficiency to SBAC (2018 SBAC)

- Overall Predicted Proficiency 86% (81%)
- 3rd Predicted Proficiency 87% (84%)
- 4th Predicted Proficiency 85% (79%)
- 5th Predicted Proficiency 87% (79%)

# A Current Look at iReady Data

## **Math Data Diagnostic Fall to Winter**

- 2nd grade - Increase from 42% to 79% proficient
- 3rd grade - Increase from 48% to 87% proficient
- 4th grade - Increase from 62% to 85% proficient
- 5th grade - Increase from 79% to 86% proficient

## **Math Predicted Proficiency to SBAC (2018 SBAC)**

- Overall Predicted Proficiency 85% (82%)
- 3rd Predicted Proficiency 89% (87%)
- 4th Predicted Proficiency 86% (84%)
- 5th Predicted Proficiency 81% (75%)

# Every Child a Reader

- Four of our primary teachers are field testing DIBELS in grades K-2 and 3 others are partially trained and are using it this spring
- Use of Sonday Essentials as a reading intervention to fill skill gaps in 1st to 5th grades
- Identifying specific skill gaps for older readers and responding as needed. Upper grade teachers are providing phonics instruction for students who need it based on assessment.
- Increased number of students receiving reading intervention using the Partners Advancing Literacy Skills (PALS) program
- Integrity to the CKLA curriculum in all classrooms
- Four teachers plus our Reading Intervention Teacher are participating in the LETRS training.

# LCAP Goals 1 and 2: High Quality First Instruction and Closing the Achievement Gap

- Implementation of Common Core Standards enriched by a variety of instructional materials
- Common Formative Assessments
- Professional Learning Communities
- Differentiation of instruction to meet student needs
- Supports for low Socio-Economic Status (SES), ELL and Special Ed. students within the general education classrooms in collaboration with specialists

# Monitoring Our Work

- Professional Learning Community collaboration
- Beginning, middle and end of module assessments
- iReady Assessments
- Teacher-created Common Formative Assessments
- Frequent data analysis

# LCAP Goal 3:

## Multi-Tiered Systems of Support

- Data-driven instruction
- Reading Intervention & Partners Advancing Literacy Skills (PALS)
- Class size reduction used to fill skill gaps in small groups
- Shared prep periods two days a week
- Differentiation based on student need

# Monitoring our Response to Intervention Work (RTI)

- Reading Intervention five days per week for 1st to 5th grade students  
Reading Intervention for K students and the PALS Program
- Designated ELD teacher for ELL students in collaboration with classroom teachers who provide the integrated instruction
- Counseling support, Skills for Kids and Parents
- Collaboration between classroom teachers, our Reading Intervention teacher, and our ELD teacher during PLC time to enhance quality first instruction in the regular education classroom

# School Celebrations

- High performing students and dedicated staff
- Community support
- Strong teacher collaboration, reading intervention teacher, and class size reduction p.e. teacher to assess upper grade students and create a plan for intervention in phonics
- Increased counseling through CASSY and the SKIPS program
- Positive Behavior Intervention and Support (PBIS), Toolbox & Responsive Classroom

# NEXT STEPS

- Continue to provide outstanding instruction to meet the needs of ALL students with a particular focus on our ELL students who are not achieving at the same levels as our English Only population & enhance their achievement
- Focus on sub-group data and determining ways to assist students who are not achieving at expected levels
- Realign reading instruction and Reading Intervention to support K-2 based on recent assessment and professional development in the LETRS program
- Create a system of support for math intervention
- Enhance our use of Learning Targets to focus students on learning goals
- Focus on teaching the Profile of a Graduate competencies and align them with learning targets